

The Post of Director of Learning

We are looking to appoint an ambitious pastoral leader to the role of Director of Learning. In many ways this is what others might call a Head of Year, but it is more than that as we want to appoint someone who understands that ultimately a pastoral system exists so students can flourish in their learning. That sounds like an enormous task so as a school we have invested heavily in pastoral support staff to ensure our teaching leaders can concentrate on improving progress, outcomes and the destinations for our students.

To give you a flavour of the system in which you would work we have given you a brief overview below of the general Pastoral System within the school. If you would wish to discuss anything further before applying, or indeed you would like to come and see the school in action please do not hesitate to contact Mrs Wendy Dixon, PA to the Headteacher, who will happily arrange this.

wdixon@williamhoward.cumbria.sch.uk

The William Howard School Pastoral System

The Assistant Head Teacher Welfare, Behaviour and Mental Health oversees our large Year Group based Pastoral system. The PAN for the school for current Yr7 is 240, but was previously 270 for each year group, which means most year groups have 8 or 9 form groups of up to 30 students. All year groups from Yr7-11 have a Director of Learning and a Student Manager (SM). The Director of Learning (DoL) is a teacher who has overall responsibility for the Academic Achievement, Behaviour, Welfare and Attendance for all students within their designated year group. The SM is a full-time support member of staff who oversees Welfare and Attendance issues whilst supporting the DoL with all other Year Group issues. In Yr7 and Yr8 we have mixed transition form groups, all other forms from Yr9-13 are single year form groups.

The DoL in Yr7 remains in Yr7 and has responsibility for the transition from primary school to WHS. All other DoL's rotate from Yr8-11. SMs rotate from Yr7-11. The DoL in the sixth form is an Assistant Headteacher who has 2 support staff working with him; a SM and also an Aspirations Coach.

The wider pastoral team consists of an Engagement Team, Student Service Team and Achievement Coach. The Engagement Team consist of 3 staff who work to improve the behaviour of individual students, who have a caseload that consists of students who need support regarding their emotional responses. This may include 1:1 sessions, group work or classroom support. They also run the school's 'reactive' behaviour systems. Students Services provide first line attendance work and contact and oversee Health Care Plans as well as day to day health related events and first aid. The final member of the team is the Achievement Coach who works proactively with all PP students to support achievement, engagement and attendance; the coach works closely with all the Year Group Teams as well as the Assistant Headteacher with responsibility for disadvantaged students.

As you would expect the Pastoral team works very closely with the large SEND department – called Learning Provision, along with the specialist SLD resource provision located in the school.

Ethos and Culture

William Howard School is a Restorative School with all staff trained (to varying levels) in restorative practise. There is an expectation that when relationships break down between members of the school community, restorative conversations will be required to repair the situation. It is our belief that children can be taught to behave. Whilst we have a clear Consequences structure, which may ultimately lead to exclusion from school, it is our responsibility to develop a young person's skill set so that they can thrive both in school and in the wider community.

Our students are mentors, coaches, buddies and ambassadors; they take on leadership at a variety of levels and in a multitude of areas as they are encouraged to be the heartbeat of our school. Through our work as an International school, we have links with schools throughout Europe as well as Tanzania and Taiwan. We have a growing House system that along with our 'Scallopien Awards' encourage students to try new activities as well as becoming better members of the school and wider community. Every student is unique and we try to cater for their needs and not fit them to a vision of what we think they should be.